

## Reform of Chinese Teaching in Applied Undergraduate Universities to Improve Students' Comprehensive Chinese Ability

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The Curriculum Reform of College Chinese for Application Oriented Undergraduates ( GDJG20142501 )

**Abstract:** The 21 century is the era of knowledge economy, which endows higher education with new connotation and deepens the reform of higher education. In order to meet the requirements of the times of higher education reform, some undergraduate colleges should be transformed into applied undergraduate colleges. China's special national conditions require that China's higher education reform can not completely copy the model of western higher education, nor can it be closed and rigid. According to the investigation, it is under the premise of following these three laws that the reform of higher education in China can advance in an orderly manner. According to the requirements of deepening the reform, more than 700 ordinary undergraduate colleges and universities have gradually changed to applied universities.

**Key words:** Reform, application, undergraduate university, comprehensive language ability

### 1. Introduction

With the leapfrog development of economy and society, the cultivation of new cultural industry and the transformation of cultural diversity combination, the social demand for cultural construction and the demand for talents are constantly changing and improving. Education is divided into four pillars: learn to know, learn to do, learn to live, learn to live together, therefore, the application of undergraduate universities to cultivate students' professional skills is far from enough, students only master professional skills, but no culture to enrich their own cultivation and quality, so what is the difference between students and work robots? Therefore, it is necessary to cultivate students not only to master the professional skills of employment, but also to forge students' Chinese culture and accomplishment, improve their comprehensive quality, and make students better integrate into society after employment.

The reform of applied undergraduate Chinese teaching and the improvement of students' comprehensive Chinese ability have attracted the interest of many experts and have been studied by many teams. For example, some teams have found that studying the foundation and application of Chinese courses in secondary vocational schools, linking them with professional learning, and at the same time infiltrating the professional elements of humanities, spirit and specific education and teaching, serving the professional growth of students and serving the school to achieve the goal of talent training is a concern of most scholars at present. Xu Guoqing summed up the function of Chinese

curriculum as follows: Chinese curriculum can help to perfect personality, communicate with general education, and promote the study of professional curriculum. He thinks that we should reform the curriculum of general culture from the idea of practicability, professionalism and life[1].Some teams have found that teacher Miao Dongrui pointed out in the study on the cultivation of students' oral Chinese communicative competence in secondary vocational schools that the Chinese curriculum in German vocational education is mainly written and spoken, and emphasizes the cultivation of oral expression ability in Chinese teaching[2].Chinese education in the United States requires students in every body, rigorous steps, lively form, strong operability. It can be seen that foreign Chinese teaching research, first of all, has a very clear idea to guide, and then also attaches great importance to the development of activities, using a variety of training methods to improve students' comprehensive cultural quality and ability[3-4].Another team found that teacher Wang Peng pointed out in "teaching research on Chinese comprehensive practice in vocational high school" that the core of Chinese education in the United States is practicality, and that the choice of teaching content, the setting of teaching activities and language training are life-oriented, emphasizing the cultivation of students' ability to use Chinese comprehensively[5].For example, the most wonderful thing about American Chinese is the problem setting after the text, which not only improves the students' literary literacy, but also enhances the students' practical ability to collect, organize materials and solve social life problems. In the process of learning, students experience the joy of learning, which also reflects the humanism, openness and comprehensiveness of American Chinese[6].Some teams also found that teacher Guo Yuzhong pointed out in the article "Strategies for the effectiveness of Chinese teaching in vocational schools" that strictly speaking, there is no special secondary vocational education in our country, and that their vocational education is a higher vocational education and some training institutions, which are generally divided into topics —— data collection —— production and evaluation. Their teaching methods are mainly curriculum design and graduation design to complete the product, to develop students' ability to master knowledge and skills in the process of completion, and to develop teamwork among members[7].Although their research results are very rich, but there are still some shortcomings.

According to the curriculum standard, Chinese teaching must be based on ability. In addition, according to the spirit of strengthening vocational education issued by the central and local governments in the past five years, the Chinese teaching of applied undergraduate universities also needs to play the function of serving the profession. We say that in Chinese teaching, students should be trained into prospective professionals, and students' innovative thinking ability, information collection ability, learning ability, teamwork ability and communication and organization ability need to be improved, so it is of practical significance to take ability as the standard in Chinese teaching. Starting from the ability-based teaching method in Chinese teaching, this paper finds a "living way" for the weak Chinese teaching at present, so that these students with relatively weak foundation can improve their comprehensive Chinese ability in terms of language expression ability, applied writing ability, innovative thinking ability and information collection ability.

## **2. Method**

### *2.1 Language Courses*

Chinese curriculum refers to the system engineering of schools to achieve the goal of Chinese learning by means of Chinese classroom teaching, extracurricular practical activities and cultural propaganda according to Chinese curriculum standards, so as to make teenagers' personality develop healthily, and achieve the goal of Chinese learning in cognition, skills, emotion and so on. The Chinese curriculum is one of the basic cultural subjects in schools at all levels and types. Like mathematics and foreign languages, it aims to promote the informed development of young people through a series of teaching activities in and out of Chinese classes, equip students with basic cultural literacy, improve the ability to use language and characters, and lay the necessary foundation for their relevant professional courses and professional skills and further studies[8].

## *2.2 Vocational Ability*

Vocational ability refers to the synthesis of many abilities that people engage in a certain profession. In the national skill revitalization strategy, the former research group of the ministry of labor and social security divided "professional ability" into professional specific ability, industry general ability and professional core ability. A person's professional ability can form a pyramid structure from the structural analysis, and the top point is the occupation specific ability, the occupation specific ability is each occupation itself unique, it only applies to the job of this profession, the scope of application is narrow, according to our occupational classification code, there are 1838 occupations, so the total amount is the largest. According to the recognized references, that is, professional ability, professional ability refers to the professional knowledge and skills used in professional activities, emphasizing the application and pertinence of the technical field of professional activities. The core competence of the profession is the bottom of the pyramid, which can be said to be the foundation of the professional competence of various groups, just like the foundation of a building. Among many abilities, the core competence of the profession is the most versatile and extensive. It has become the basic competence that professionals must possess, suitable for various professions in various industries, and hidden in all activities[9].

## *2.3 Transformation of Education*

Teaching reform refers to the course teaching reform, which mainly includes curriculum orientation, textbook development, teaching content, teaching methods and assessment methods. Based on the reform of applied undergraduate Chinese teaching, improve students' comprehensive Chinese ability: make clear the orientation of Chinese curriculum in applied undergraduate colleges (that is, improve students' humanistic accomplishment in professional Chinese ability training); use existing teaching materials to cultivate students' professional Chinese ability, combine teaching practice experience and action-oriented theory and auxiliary teaching materials from the aspects of cultivating students' professional Chinese ability and Chinese learning habits according to the orientation of admonition; combining the teaching practice of applied undergraduate colleges and universities, setting up the teaching contents of college Chinese courses, adhering to the teaching principles of "student-centered" and "equal dialogue between teachers and students ", taking flexible and diverse teaching methods and starting point of specific teaching contents, finally, the comprehensive Chinese ability training with "one volume evaluation "to" comprehensive evaluation ", knowledge standard "to" ability standard "is reformed[10].

## **3. Experiment**

### 3.1 Source of Experimental Data

Based on the Chinese education of applied undergraduate students in the era of knowledge economy, the national innovation-driven development strategy and the deepening of higher education teaching reform, this paper takes some students and Chinese teachers of an applied undergraduate college as the research object. Collect useful information, provide solid theoretical support and rich literature support for writing research.

### 3.2 Experimental Design

This paper first uses the literature research method, collects the useful information through consulting the literature, provides the solid theory support and the rich literature support for the writing research; secondly, uses the questionnaire survey method to investigate some students and college Chinese teachers in an applied undergraduate college, and analyzes the reasons for the reform of applied undergraduate Chinese teaching and the improvement of students' comprehensive Chinese ability. In this paper ,30 questionnaires were distributed ,28 valid questionnaires were collected, and the effective rate was 93%.

## 4. Result

### 4.1 Analysis on the Reform of Course Target Orientation

Chinese curriculum has existed for nearly a hundred years, with the development of times and economy, Chinese curriculum objectives are constantly changing, summarized as follows: Feng Shi, Ye Shengtao, Lv Shuxiang respectively represent official target school, Chinese target school, target school; content target school, substantive target school, humanities target school represented by Mu Jibo; official target and substantive target school represented by Li Jinxi, Yang Xianjiang, Wang Senran, etc., or the same important school or dual target (task) school; the main purpose and the secondary two purpose schools represented by Xu Teli, Jiang Boqian and Zhang Zhigong are shown in Table 1 below.

**Table 1.** Orientation reform of curriculum objectives

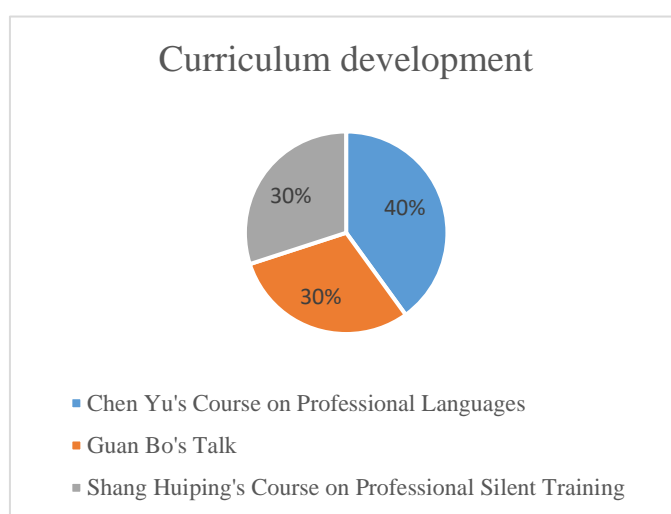
Feng Shi, Ye Shengtao, Lv Shuxiang	Official target schools, language target schools, tool target schools
Mu Jibo	Content target schools, substantive target schools, humanities target schools
Li Jinxi, Yang Xianjiang, Wang Senran	Formal and substantive target schools or schools of the same importance or dual purpose
Xu Teli, Jiang Boqian, Zhang Zhigong	Primary and Secondary Schools

From the above Table, we can see that for our country,with the exception of a few large enterprises, most enterprises expect applied undergraduate colleges to assume the main responsibility of vocational education, and they hope that newly recruited personnel will take up posts immediately. Therefore, the

goal of vocational education curriculum in China is not only to cultivate students' ability to adapt to flexible labor market, but also to train students' ability to take up posts directly in some positions. Based on the orientation of vocational curriculum objectives and the teaching practice of applied undergraduate colleges, this paper finds that the orientation of Chinese curriculum objectives in applied undergraduate colleges is biased towards the fourth school. Combined with the current social needs, the first key ability of talents —— professional Chinese ability are cultivated.

#### 4.2 Analysis of Curriculum Development

At present, there are only two textbooks for the study of professional language ability, namely, Chen Yu's course of professional language, Guan Bo's talk, and Shang Huiping's course of professional silent training, as shown in Figure 1 below.



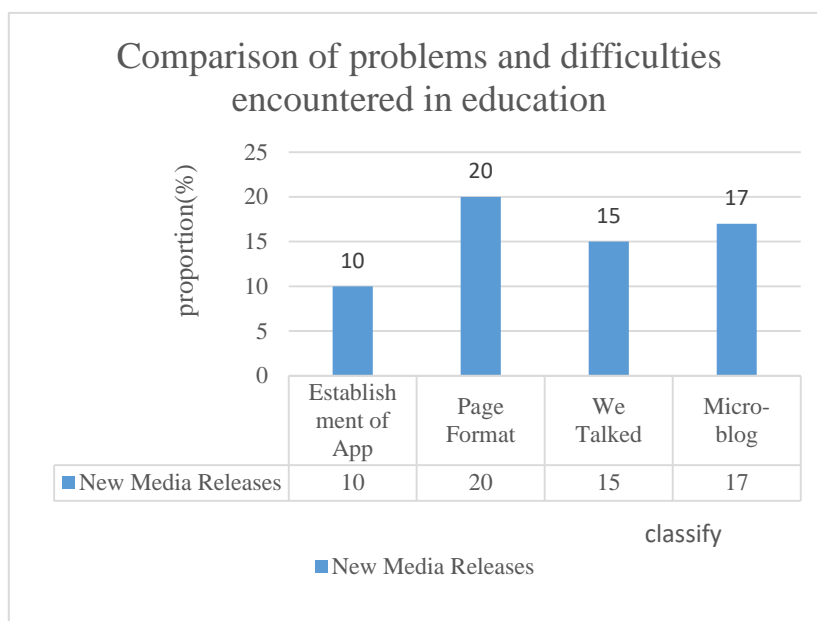
**Figure 1.** Proportion of curriculum development

Chen Yu's textbook is mainly written for the participants in the professional Chinese proficiency test, which is theoretical. This paper finds that it can be used as a reference textbook for teachers, but the teaching books are not ideal. The teaching contents of Guan Bo and Huiping set up five teaching modules around the requirements of professional Chinese ability. According to the training goal of applied undergraduate colleges and the characteristics of college students, under the guidance of action-oriented theory, this paper finds that the development of curriculum teaching materials and the reform of applied undergraduate Chinese teaching are closely related to the curriculum orientation of improving students' comprehensive Chinese ability.

#### 4.3 Analysis of Problems and Difficulties in Education

At present, the new generation of "post-95" college students in this context, due to the influence of "Internet thinking", changed their thinking mode, thinking characteristics and behavior habits. Traditional classroom education obviously weakens their attraction. This traditional educational method can not help them to understand and apply the knowledge of Chinese teaching correctly. If they only rely on classroom teaching, they will lose their interest in learning. Therefore, we must strengthen the construction of teaching informatization and improve the quality of education and teaching through

educational informatization. However, the college is bound by the traditional concept of education, the current attention to information teaching is not enough, teaching information construction is not enough, although the content of classroom teaching has been reformed, but more traditional in form, still adopt classroom education, there is no deep integration of online and offline education, no use of modern teaching equipment in curriculum teaching, as shown in Figure 2.



**Figure 2.** Comparison of the effectiveness of the solution

From the above picture, we find that the Chinese teaching curriculum is made into a network teaching material, which is published through the establishment of App、 in the form of web pages, we chat, Weibo and other new media, including the reform of applied undergraduate Chinese teaching to improve students' comprehensive Chinese ability.

#### 4.4 Analysis of Strengthening the Teaching Staff

As the first resource to promote the Chinese teaching of applied undergraduate universities and improve students' comprehensive Chinese ability, the teaching staff of applied undergraduate students still have shortcomings. Deepen the reform of teachers and establish a group of Chinese teaching teams with high professional ability and professional level, as shown in Table 2.

**Table 2.** Strategic chart for strengthening teaching staff

Strategy 1	Adhere to the "bring in, go out" principle
Strategy 2	Selecting a group of teachers to study Chinese teaching in famous universities at home and abroad and strengthening the introduction of language education teachers
Strategy 3	Establish a long-term training mechanism and improve the training management system

Strategy 4	Carrying out the teaching activities of the language contest
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From Table 2, we can see that there are four strategies to strengthen the construction of the teaching staff: First, adhere to the principle of "bringing in and going out ", establish and improve the system of teacher exchange and rotation, sign strategic agreements on innovative entrepreneurship education between applied undergraduate colleges and well-known enterprises, select outstanding young and middle-aged teachers to work in enterprises for more than one year, hold certain positions in enterprises, enrich teachers' own knowledge reserves and enterprise work experience through teacher training, and improve the ability and level of innovative entrepreneurship education; second, select a group of teachers to study Chinese teaching in well-known colleges and universities at home and abroad to learn their advanced educational concepts. In addition, it is necessary to strengthen the introduction of Chinese education teachers, utilize alumni and cooperative enterprise resources, and establish a team of mentors with enterprise work experience to guide college students on how to improve their comprehensive language skills.

## 5. Conclusion

Based on the current situation of Chinese teaching reform, this paper puts forward the reform of applied undergraduate Chinese teaching to improve students' comprehensive Chinese ability. However, at present, the Chinese curriculum in applied undergraduate colleges is not optimistic about the cultivation of vocational Chinese ability, because of the short class hours, the lack of understanding of vocational Chinese ability training, and the incompatibility between teaching content and vocational Chinese ability training. The classroom is still dominated by teachers. But in my opinion, no matter how the society advances, no matter how the teaching reform, the university language will not withdraw from the historical stage, it is very useful to study the university language, it is obvious that learning the university language should be at least two pride, one is pride in Chinese culture, the other is pride in one's own ability. I will continue to study and explore in the future Chinese teaching practice, and contribute my own modest strength to college Chinese teaching.

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